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ABSTRACT

A formative evaluation was conducted of the instructional television program "Daddy's Girl" from "On the Level," a series of 12 lessons designed to aid secondary school students in dealing with personal and social growth. Designed to teach that adolescents usually have to work out new relationships with their parents and that it may be difficult for parents to respond to adolescents' changing needs and vice versa, the program encourages viewers to develop new patterns of interactions with parents. A total of 229 students in 8 classes in California and Canada viewed the programs. Data collection measures included a teacher-led, post-viewing discussion narrative, discussion profile, evaluator-led discussion narrative and teacher/program guide questionnaire, observation of the students during viewing, and use of the Program Evaluation Analysis Computer (PEAC), which recorded students' interest level in the program during viewing. Students were highly attentive throughout most of the program, even though the opening and the closing scenes received the lowest ratings for attention and interest level. Appendices include the student questionnaire, PEAC Interest Profile graph, and the teacher questionnaire and its results. (LMM)

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ON THE LEVEL is a project for secondary school students dealing with personal and social growth and includes twelve television/film lessons, twelve audio lessons and related print materials. Developed and produced under the supervision of AIT, the project was funded by a consortium of state and provincial education and television agencies, with additional support from the Corporation for Public Broadcasting, Exxon Education Foundation, The George Gund Foundation, and General Mills Foundation.

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Research Report 73

ON THE LEVEL
Formative Evaluation:
Changing Family Relationships

May 1980

Agency for Instructional
Television
Box A
Bloomington, Indiana 47402

IR011 404

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"Daddy's Girl"

Changing Family Relationships

OUTCOMES	
KNOWLEDGE: Following this program, adolescent viewers should understand that: • Adolescents usually have to work out new relationships with their parents. • It may be difficult for parents to respond to adolescents' changing needs and for adolescents to respond to parents' changing needs.	ACTION: As a result of this program, adolescent viewers may: • Develop new patterns of interactions with parents.

INTRODUCTION

This report describes the formative evaluation conducted for the ON THE LEVEL program, "Daddy's Girl" (Changing Family Relationships). The evaluation was conducted in eight classes in two different sites: California and Toronto. A total of 229 students participated. Different procedures were used in each site and these methodologies are described in the next section. Following the methodology, is an integrated report of the findings from both California and Toronto. At the end of the report, interpretations and suggestions for revisions are presented.

METHODOLOGY: CALIFORNIA STUDY

Sample

Four classes, totalling 112 students, participated in the evaluation for this program. Of these, 70 were female (62%) and 42 were male (38%); 87% were white and 13% were minority students. One class was 10th grade only (49 students), one class was 10th and 11th grades combined (19 students), one class was 10th, 11th, and 12th grades combined (14 students), and one class contained only 12th graders (30 students). According to teachers, the majority of students were of average ability level (80%), while the remaining students were identified as above average ability level. According to teachers, the socioeconomic status of the students was entirely middle class. Finally, all of the students lived in a suburban area.

Data Collection Measures

Four different data collection measures were used in this study: Discussion Narrative, Discussion Profile, Evaluator-Led Discussion/ Narrative, and Teacher Program/Guide Questionnaire.

Discussion Profile and Discussion Narrative. The first two instruments, the Discussion Profile and the Discussion Narrative, simultaneously assessed the type, process, and content of the teacher-led discussion which followed the viewing of the program. The Discussion Profile was designed to assess the type and process of the discussion and classroom interaction which occurred following viewing. The Discussion Narrative was designed to record the actual content of the discussion.

For the Discussion Profile we were interested in six dimensions of the postviewing teacher-led discussions for both students and teachers:

Discussion Profile

(1) PROGRAM

Student — In discussion students make reference to the program storyline exclusively, including events, characters, and mood.

Teacher — Teachers direct questions (or comments) toward the storyline exclusively, including events, characters and mood.

(2) SELF

Student — Students talk about themselves and their experiences. They make statements that reveal their own feelings, values, beliefs, and experiences.

Teacher — Teachers direct questions (or comments) toward the students' feelings, values, beliefs, and experiences. (Also included in this category are teacher comments about him/herself.)

(3) OTHERS

Student — Students talk about the feelings, values, beliefs, and experiences of others.

Teacher — Teacher elicits statements from students about the feelings, values, beliefs, and experiences of others. (Also included are teacher comments about others.)

(4) MESSAGES

Student — Students make statements about abstract principles/messages concerning the program concept(s).

Teacher — Teacher directs questions or comments about the abstract principles/messages of the program (or states the messages him/herself).

(5) ALTERNATIVES

Student — Students consider alternatives which relate to program events or program concepts. This includes alternative ways of thinking, feeling, and behaving.

Teacher — Teachers direct questions or comments about alternatives which relate to program events or program concepts (or present alternatives themselves).

(6) PHYSICAL HEALTH

Student — Students discuss physical health issues.

Teacher — Teachers direct questions about physical health issues, or make physical health comments themselves.

The observer scored the category that was the focus of each 30 second period. If two categories were equally discussed, both were scored. The Physical Health category was a separate category, consisting of an actual count of the number of physical health statements (0-3) in a thirty second period. The teachers and the students were scored separately.

At the same time as one observer coded the discussion on the Discussion Profile, two observers were recording minute-by-minute, as closely as possible, the content of the discussion. Thus, the Discussion Profile and Discussion Narrative could be used to verify each other.

Evaluator-Led Discussion/Narrative. In this method, an AIT evaluator conducts the discussion following viewing, or following the teacher-led discussion. In this type of discussion we are specifically interested in the appeal and comprehension of the program. The areas we explore are as follows:

- Appeal: Do the students like the program?
- Comprehension of Storyline: Do the students understand the intent and circumstances of particular scenes which may be misinterpreted?
- Identification: Do the students identify with the characters in the program?
- Realism: Is the storyline (what happens to the characters) accepted as real by the audience?
- Perceptions of Characters: How do the students perceive the main characters in the program?
- Physical Health Implications: Do the students recognize the physical health implications of the program?

Teacher Program/Guide Questionnaire. The Teacher Questionnaire was designed to determine how much the teachers liked the program and the degree to which they thought the intended outcomes were evident in the program. Also, the teachers were asked for their perceptions of how much they thought their students liked the program and how well they thought their students understood the program. Some questions were also designed to assess the effectiveness of the teacher/leaders' guide for facilitating discussion. The results of the Teacher Questionnaire are presented in Appendix C.

DATA ANALYSIS

The Classroom Discussion Profile Data were edited, key-punched, and analyzed. A specially designed computer program was used to generate graphic representations of the Discussion Profile. For five of the six content categories in the observation system, regression lines, showing the changes in the discussion over time, were calculated and plotted. A Physical Health Index was formed by combining the physical health count (0-3) for each thirty second period and for both students and teachers, and then computing an average. In addition, a count of the number and type of teacher and student comments over all discussions was computed, and teacher/student ratios were compared. The written Discussion Narratives from each classroom discussion were combined to form a rich yet concise summary of the teacher-led discussions for the program. For the teacher questionnaires, frequencies of responses were tabulated for each item.

METHODOLOGY: TORONTO STUDY

Sample

The subjects were drawn from four classes at two metropolitan Toronto secondary schools. The first school is in the downtown core, with students from a broad range of ethnic backgrounds. The second school has a predominantly upper-middle-class population.

A total of 117 subjects participated in the evaluation. Half of these subjects are male (50%). The students are currently in Grade Ten (32%), Grade Eleven (38%) or Grade Twelve (30%), and all attend a weekly Health class.

Data Collection Measures

The research was conducted using the Program Evaluation Analysis Computer. The use of the PEAC system to study responses to television programs is as follows: Groups of viewers are provided with individual response units containing a set of buttons. The key pad looks similar to that on a hand-held calculator. Each button is labelled and instructions are given to orient the viewer to press only pre-selected buttons during the viewing period.

The respondents recorded their interest levels on a 3-point scale ("very interesting", "okay", "not very interesting") as they viewed the programs. These responses were sampled every 20 seconds. Following viewing,

the subjects responded to a number of demographic and program-specific questions, also using the PEAC system. These questions were adapted from a questionnaire prepared by AIT research personnel. (The questionnaire is presented in Appendix A.)

Following each viewing session, data were collected from the individual units, transferred onto an Apple II microcomputer and analyzed according to standard procedures.

Procedures

The students were brought by their teacher to a portable classroom for the testing. Classes (approximately 25 students) were tested one at a time. The objective of the evaluation was briefly explained by a PEAC researcher, then the group was instructed in the use of the PEAC system.

The group watched the program, indicating their level of interest from moment to moment. They then answered a number of questions assessing the program's appeal and the program's objectives, also using the equipment.

OBSERVATIONS DURING VIEWING

In California, students were highly attentive throughout most of the program. In some classes attention was very low at the beginning but by five minutes into the program all were attentive and very much involved. The students were very talkative during viewing, commenting on Jean and Mac's situation, and empathizing mostly with Jean. Most student reaction occurred during the scene where Jeannie disobeys her father and gets into her friends' car. There were also smiles and laughter at humorous scenes.

Attention and appeal during viewing was also analyzed in Toronto through use of the Program Analyzer. The students recorded their interest levels on the PEAC response units on a moment by moment basis (every 20 seconds), as they viewed the program. Analysis of the responses revealed the following: (see the Profile Graph in Appendix B). The mean interest level for the total population was generally high, with a few segments being rated as uninteresting. The majority of the segment ratings fluctuated between "very interesting" and "okay."

- The segments rated as most interesting by the total group were (a) the scene where the father sees Jean's friend kissing a boy in the diner, (b) the attempted kiss, and subsequent argument with the father, and (c) the scene with the father in the parking lot after the concert. The latter scene was highest rated; three-quarters of the group found it very interesting.

- The segments rated as <u>least interesting</u> by the group were (a) the first scene in the yard, (b) the father's discussion with Jean about firing Jordan, and (c) the final scene when Jean comes home.

- There was little difference in the interest levels between the three <u>grades</u>. All the students tended to have similar high and low points of interest, regardless of grade level.

- There were also few differences in interest between the <u>male and female students</u>. The females were marginally more interested than the males during the scene in the movie and Jean's subsequent confrontation with her father, while the males found the final scene when Jean returns

home slightly more interesting than the females. However, as a whole, the interest ratings of both sexes were highly similar.

Thus, observations during viewing in California and the analysis of the PEAC data in Toronto indicate that the students were highly attentive throughout most of the program. However, both the opening and the closing scenes received the lowest attention and interest level. As the opening scene is an important set-up for getting and keeping the students' attention, and the ending contains an important message, production revisions need to be considered for improving the quality of these scenes.

GENERAL APPEAL

In California the majority of students said they generally liked the program. General positive appeal of the program was further analyzed by the PEAC system. The majority of students indicated that they found the program appealing, to some degree. Twelve percent of the group said they liked the program very much, and an additional 66% "sort of" liked it. A smaller proportion said that they disliked the program (17%) while 5% disliked it very much.

There were not significant grade differences found in the students' evaluation of the appeal of the program. Regarding sex differences, although males and females liked the program 82% of the time (combining the responses "liked it very much" and "liked it"), the males in the group were more likely to indicate that they liked the program very much (21%) than the females (7%).

TEACHER-LED DISCUSSIONS AND FORMATIVE EVALUATION FINDINGS

Introduction

Changing Family Relationships elicited much teacher and student response on a variety of topics. Both teachers and students animately discussed the relationships and situations in the program. The students used the program as a take-off point from which to discuss their own relationships with their parents as well as to generalize to parents in general. Although at the beginning most of the discussion focused on the program and the students' own experiences, from the middle to the end of the discussion students were heavily discussing parent/teenager relationships in general and the teachers were following along in a non-directive way.

This program seemed very successful in generating student discussion on parent/teenager relationships. In some classes there were many private conversations in progress during the main group discussion. Observers had the feeling that these conversations would be continued with friends in the school yard and at home.

Very few critical comments about the program production were made during the discussion. The most student criticism was directed toward the ending, which was perceived as unrealistic because it presented resolution too quickly. Comments about the ending, as well as some other criticisms, are integrated in the following synopsis of the discussions.

Also included in the synopsis are the questionnaire results analyzed by the PEAC system in Toronto. The questionnaire results generally support the students' perceptions during the discussions, and emphasize the high comprehension of program content and messages as well as high identification with program characters and situations.

Following the synopsis of discussions and the formative evaluation findings, comprehension. production concerns and production recommendations are presented.

I. Main Characters: JEAN and FATHER

A. PEAC System Analysis

JEAN

In Toronto, the students were given a series of dichotomous choices and asked to select the option which best describes Jean during most of the program. Almost three-quarters of the group (74%) indicated that they found Jean a likable character. A less favorable assessment was made of her honesty, however, with 61% of the viewers indicating that they considered Jean to be dishonest. Almost two-thirds of the group felt that Jean was confused about her feelings, while a similar proportion also suggested that she does not understand others (58%).

THE FATHER

A number of paired words or phrases concerning the viewers' perceptions of the father were also rated in Toronto. Over three-quarters (78%) of the students indicated that they felt the father

was not likable. A slightly higher proportion of the group also felt that he was insensitive (84%). A large majority of the students responded that the father was confused about his own feelings (79%), and that, during most of the program, the father did not understand others (87%).

JEAN AND HER FATHER'S RELATIONSHIP

There was less consensus noted among the group when asked why Jean and her father had a difficult time getting along with each other. Slightly over half the group felt that this was because the father didn't realize that their relationship needed to change as Jean grew older (58%), while a further 32% said that the father wanted to keep control over Jean's life. [The remainder (9%) selected the two options "Jean caused conflict by lying to her father" and "Jean did not want to accept that her father's actions were for her own good" with equal frequency.]

This apparent tendency to blame the father for the conflict was tentatively supported by the students' opinions of who contributed most to the problems between Jean and her father. Although two-thirds of the group apportioned equal blame to both Jean and her father, (67%) a number of the students indicated that the father was the greatest contributor to their problems (29%). A small proportion felt that Jean contributed most to the problems (4%).

B. Classroom Discussions

The discussions of Jean and Mac and their relationship illustrate the questionnaire results for these characters. In addition, the discussions provided more insight into the students' perceptions of the father/daughter relationship. It is also interesting to note that the father's character is more fully understood as discussion develops.

Teachers and students discussed the relationship between the father and the daughter, and the characteristics of each of them.

- At first in the discussions most students said they felt most sympathy for Jean, and felt the Father was wrong. However, as

they continued to discuss the father/daughter relationship more understanding of the father developed. They realized that the father was overprotective because he cared about Jean and didn't want his daughter hurt in any way. The students said, "Jean was growing up and he couldn't accept it... 'cause he has still got a vision of her as a little girl."

The students also realized that "there was definitely a problem in communication and everyone has that," and that "they both were at fault. Something they both have to work out."

- Student comments on the Father:

  The old man blew it at first. Shouldn't have fired Jordan or yelled in front of her friends.

  It's not his fault.

  But he should have been more understanding.

  He should listen to her.

  He's got to learn that she's grown up.

  He didn't want her to grow up, be with dudes.

  He treats her like a kid - overprotects.

- Student comments on the Daughter:

  She responded with a rebellious attitude.

  She could have been more adult to adult.

  I liked that she could yell - try to relate her feelings.

  She's at the stage where she things she'd independent and he didn't think so.

  Jean's a person who's growing up who just needs a little help.

  She understood her feelings but was confused with how to deal with them.

(Teacher: What was the young girl attempting to do?)

She wanted time to think out what was going on.

She wanted her dad to listen to her.

- Some students in each class were very hard on the Father. They said about Jeannie:

  There's no way she could have handled it.

  She would have gone crazy.

  She had to rebel in some way.

  She had to take extreme measures--there was no other way to get the point across to the father.

- However, some students in each class also attacked Jean:

  The girl didn't really try to explain

  She didn't defend herself.

  She could have said something if she wanted to.

  Jean just cared about herself--she didn't understand what her father was trying to tell her.

- One teacher asked, "why was the father worried about the relationship between Jean and Jordan?" The students responded:

  He was afraid of what would happen to her--like in the restaurant. He was afraid what happened to other women would happen to her.

  Probably because he didn't like the guy--started not liking him when bailing hay.

  'Cause it was his daughter.

Similarly, the group in Toronto was asked why Jean's father had fired Jordan. All but one of the 117 subjects correctly selected the option "he didn't want Jean and Jordan to develop a relationship." The sole dissenter felt that Jordan was fired because he wasn't there to help Mac cover the equipment which was getting wet.

II. Identification with Program Characters and Situations

A. PEAC System Analysis

IDENTIFICATION WITH TEENAGERS

The sample was asked if the way the teenagers in the program acted was typical of the way they or their friends act. The majority of the group (58%) indicated it was typical (11% said "very much" and 47% said "sort of"). One-third of the students did not feel that the teenage characters were very typical (33%) while the remainder said they were not at all typical (9%). Thus, the teenagers in the program acted somewhat typical of the way the students or their friends act.

IDENTIFICATION WITH FATHER

The majority of students (63%) said the father acted like parents they know (29% said "very much" and 34% said "sort of"). One-third of the students indicated that the father was not very much like any parents they know (31%) or not at all similar (6%).

IDENTIFICATION WITH MOTHER

The behavior of the mother was also evaluated. The majority of students (70%) said the mother acted like parents they know (25% said "very much" and 45% said "sort of"). A smaller proportion said that the mother was not a lot like any parents they know (21%) while 8% said that she was not at all similar.

IDENTIFICATION WITH JEAN'S SITUATION

The respondents were asked whether what happened to Jean in the story is similar to what happens to others. Over one-third (36%) said that it was similar to what happens to them, while slightly more indicated that it could have happened to their friends (38%).

Almost half the group said that it was similar to what happens to people in their families (47%). A larger proportion had heard of experiences like hers, happening to other people (71%), while very few of the respondents felt that Jean's experiences do not happen to anyone at all (5%).

However, and most surprisingly, almost one-quarter of the group (23%) felt that what happened to Jean could happen to people only in stories. Apparently, to some students, the program situation reminded students more of stories they knew than real people.

SEX DIFFERENCES

The males felt that the father and the mother were "very much" similar to parents they know significantly more frequently than the females (father: 75% vs. 53%; mother: 33% vs. 22%).

B. Classroom Discussions

The classroom discussions further illustrate the questionnaire results. They indicate strong identification with the program characters and situations and a willingness to discuss teenager/parent relationships openly.

The students talked about themselves and their friends in similar situations.

I wouldn't have done that--I wouldn't have thought of going into the car.

(It was the only thing she could do to show, "I do have my own rights.")

My friends wouldn't have just driven away.

I could relate to it--she was doing exactly what I was doing.

If I were grounded I'd go to my parents and negotiate.

The driving part was like my father.

Much of the discussions focused on the students' own parents.

My dad isn't like that.

Father's like my dad, but my dad would hit me.

My folks would really get hyper if I didn't come home.

My father is overprotective--but he doesn't know it.

My mother thinks people can rape you.

My mom is overly protective.

There was also much discussion about parents in general: How they act, rules, and responsibilities.

Parents get upset with things and don't listen.
Parents shouldn't put kids down for who they go out with.

The responsibility of parents is to teach right from wrong and then give us the right to decide... the right to experience.

- They talked about what rules parents should set and how it depends on the situation.

Each person is different and so needs different rules.

. The teachers followed the teacher's guide closely and thus in each class the teacher asked, "What different concerns would Mac probably have had about a male child?" And each class discussed the differences.

A male child is easier for the father to relate to and the female is harder to relate to.

Guys have a little more freedom (a girl).

A lot (a girl). Guys can leave for a whole week and the parents don't care.

That's not true! (boys)

- This prompted the students to talk about the ways their parents treat their brothers/sisters differently or to assert that they they are treated the same.

It's really different when you're the only girl.

Parents think guys are big and strong and can protect themselves.

My brother gets to do a lot more.

My older brother is treated no differently.

Following the teacher's guide, the teachers also asked and discussed with their students in what ways today's teenagers are different or the same from teenagers of previous generations. Although they cited many differences:

More opportunities for teens to go places--do things.

More ways to get into trouble.

The students did realize one important similarity. One thing in common is teenagers all mature physically about the same time.

III. Comprehension of Messages

A. PEAC System Analysis

The students were asked to select among 4 choices what they felt was the most important thing the program wanted them to learn. Two of the choices were the intended program outcomes. The most important message of the program, correctly chosen by 71% of the group, was that it is often hard for parents and teenagers to understand what the other needs. The large majority of the rest of the group also correctly responded that the most important information was that teenagers usually have to work out new relationships with their parents (24%). Thus, in terms of comprehension, the program was successful in transmitting its intended messages.

A surprisingly small number of respondents (20%) indicated that they had learned something new from viewing the program (3% said they had learned "a lot" and 17% said they had "sort of" learned something). Thirty-seven percent had not learned "a lot" new from the program while the remaining 42% said they had learned "nothing at all" from the episode. Thus a large majority of the students (79%) said they learned little or nothing at all from the program. In contrast, half of the respondents to the Coping With Stress program said they had learned something new. This indicates that Changing Family Relationships is more successful as a discussion facilitation than as a didactic teaching tool. It reflects the students' reality, but does not provide information or solutions. The program serves as a facilitator for students and teachers to learn from each other.

Furthermore, although most of the group said they had not learned very much, almost half the sample (42%) indicated that the issues presented in the program were important to them (10% said "very important" and 32% said "sort of" important). One quarter (25%) felt the issues were not too important to them while almost one third of the group said that the issues were "not at all important" to them.

SEX DIFFERENCES

The males indicated that the issues presented in the program were important and that they had learned something new significantly

more often than the females (issues important: males 53%, females 36%; learned something: males 28%, females 14%).

B. Classroom Discussions

In response to the question, "Why was the program made?" the students gave these responses:

Realize how things are in relations with parents.

Trying to show two different sides of a problem.

The purpose was to make you look at yourself and relate with your parents.

This program is good. It makes you think. It makes you realize where you're wrong.

- Students especially expressed a desire to have their parents view the program with them.

  It's good for parents as well as kids.

  If parents watched they'd realize not to be so hard on kids.

  If parents and kids were all in the same room--all would agree about it.

- The students also said that the issues in the program were important to them and that they felt they learned something.

IV. Production Concerns: Comprehension and Appeal

THE MOTHER

The students realized the Mother was passive and in the background. Very little of the discussion focused on the mother. However, in classes where the teacher asked a question about the mother or where the evaluator pursued the topic, the students made the following comments, both negative and positive:

Negative:

She was real passive.

Father is the boss in the midwest.

She was behind the scenes--the midwestern role of the mother.

She could have at least talked with her daughter.

Positive:

Mother acted like she cared.

She looked like she understood the changes.

The mother was so nice in the background--the father should be more like the mother.

Both my parents yell at me.

Sometimes my mother gives orders--my father carries them out.

- Then, the students discussed that sometimes it's the mom who rants and raves, not the father. In other families it's both. And, in divorced families it's easier to understand and relate to each parent separately.

THE ENDING

The main objection to the program was the ending. The students felt resolution happened to quickly. During viewing, sarcastic comments were made when she covered her father and when she said to her mother: "It's good to be home," one student shouted out "Liar!" In addition, the following comments were made during the discussions:

I couldn't relate to her covering her father after all that. It seemed like everything was ok now...

The ending shouldn't be such a dramatic change.

It all happened too fast.

It was unrealistic.

How can she make up with her father if he doesn't change?

- The students didn't seem to perceive that Jeannie had spent all night at the bus station thinking out her situation. Some students recommended to actually see Jeannie and her father come to some agreement.
- In contrast, some students did remark:

It was good she went home--decided to face it.

She was out long enough to get her point across.

She had thought over her problems.

She wants to make up with her Dad--or else I think she'll leave again.

- In one class the students discussed whether it was realistic for the parents not to get really worried and go looking for their daughter.

My parents would really get hyper if I didn't come home.

Depends on the area--might be different in the country.

My folks went looking for me when I took off.

The perception of the ending was further analyzed with the PEAC system.

At the end of the program, Jean returns home instead of running away. The group was asked to select the most appropriate reason for her return, from four possible choices. Over three-quarters of the students said that she went back home because she realized that she had to work out her relationship with her father (79%). A further 15% indicated that she realized that there was no other place for her to go. [A small

proportion of the group said that she realized that her father knows what is best for her (5%), while one respondent selected the option "Her friends talked her into going back home."]

Thus, the majority of students perceive that the ending indicates Jean and her father will work out their relationship.

JEAN AND JORDAN

In Toronto, the viewers were asked to select the reason why Jean was upset with Jordan, from six possible choices. A number of respondents appeared to have some difficulty with this question because more than one of the options applied, but more than one choice could not be selected on the PEAC system. Approximately three-quarters of the group indicated that she became upset because Jordan tried to kiss her (74%). A considerably smaller proportion felt that it was because he took her right home instead of dropping her at the mailbox (14%). [The remainder of the group selected one of the other four options, as follows: He spilled beer on her - 5%, Jordan didn't like her - 3%; She was going to get in trouble because he brought her home late - 2%; and, Jordan wouldn't come into the house to say hello to her parents - 1%.]

Similarly, in California, the viewers thought the main reason Jean was upset with Jordan was because Jordan tried to kiss her. The students also realized that he spilled beer on her and that he took her home instead of dropping her at the mailbox.

AT THE BUS STATION

The students didn't understand that Jean's friends were giving her money for a bus ticket or that Jean was at a bus station. This is probably due to lack of sound effects, no voice over of bus announcer, and the missing shot of the bus.

OTHER PRODUCTION CONCERNS

- In the home scene, before Jean's date with Jordan, Jean is putting on make-up and her little sister says, "Can I watch?" This line is slurred and someone in every class said, "What did she say?"
- When Jordan is taking Jean home, it is not clear that he brings her to the front door instead of the mailbox.

CONCLUDING REMARKS AND RECOMMENDATIONS

"Daddy's Girl" (Changing Family Relationships) was a very successful program. The essential outcomes were clearly recognized and animately discussed, the program was appealing, and the students highly identified with the program characters and situations.

No substantial revisions of this program are necessary. However, five production concerns and suggestions for minor revisions are presented below:

(1) Although observations during viewing in California and the analysis of the PEAC attention profile data in Toronto indicate that the students were highly attentive throughout most of the program, both the opening and closing scenes received the lowest attention and interest level.

Recommendation: It is assumed that students will be more attentive when the opening and closing music is added. However, we suggest that production revisions in addition to music need to be considered for improving the quality of these scenes.

(2) Furthermore, regarding the ending, most student criticism was directed toward the ending. The students perceived the ending as unrealistic because it presented resolution too quickly. Many students did not seem to perceive that Jeannie had spent all night at the bus station thinking over her situation. Indeed, many students didn't understand that Jean's friends were giving her money for a bus ticket or that Jean was at a bus station.

Recommendation: Some of the misinterpretation at the bus station is probably due to lack of sound effects, no voice over of the bus announcer, and the missing shot of the bus. However, evaluation suggests further revisions in this scene: The scene needs to show more passage of time at the bus station and the scene needs to indicate that Jean is thinking through her situation. Possible techniques to achieve these goals are to present a montage of still picture scenes or voice over as Jean thinks through her situation.

(3) Students' perceptions of the mother in this program were carefully observed because the producers and evaluators were especially concerned about the mother's image. On the questionnaire the students responded

positively and had high identification with the mother. The majority of students (70%) said the mother acted like parents they know.

However, during discussion, some students and teachers remarked that the mother was passive and in the background. They compared her to the "midwestern role of the mother." In contrast, other students realized that the mother must have understood the changes her daughter was experiencing. They discussed how in some families it's the father who yells and in other families it's the mother.

Recommendations: No present scenes of the mother should be cut. Consider inserting one scene of the mother looking concerned when the father goes to talk to Jean. Other than the possibility of the insert, no changes in the mother are necessary.

(4) In the home scene, before Jean's date with Jordan, Jean is putting on make-up and her little sister says, "Can I watch?" This line is slurred and someone in every class said, "What did she say?"

Recommendation: Replace sister's line with another voice.

(5) When Jordan is taking Jean home, it is not immediately clear that he brings her to the front door instead of the mailbox.

Recommendation: Insert a new line for Jean, "Hey! You can't take me right up to the front door! What will my father say!"

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APPENDIX A

Student Questionnaire

Student Questionnaire

Program #4: "Daddy's Girl" (CHANGING FAMILY RELATIONSHIPS)

Grade Level (circle) 10 11 12

Male ___ Female ___

Teacher's Name _____

School _____ City _____

1. How much did you like the program?

___ liked it very much
___ liked it
___ disliked it
___ disliked it very much

2. Was the way the teenagers acted in this program typical of the way you and/or your friends act?

___ yes, very much
___ yes, sort of
___ no, not a lot
___ no, not at all

3. Was the way the father acted in this program like any parents you know?

___ yes, very much
___ yes, sort of
___ no, not a lot
___ no, not at all

4. Was the way the mother acted in this program like any parents you know?

___ yes, very much
___ yes, sort of
___ no, not a lot
___ no, not at all

- over -

5. What happened to Jean in this program is similar to what happens to... (check as many as apply)

___ me
___ my friends
___ people in my family
___ people I have heard about
___ people only in stories
___ nobody

6. Please circle the word(s) in each pair that best describes Jean during most of the program. (You should have five circles)

Jean is:			
	not likable	OR	likable
	dishonest	OR	honest
	confused about her feelings	OR	understands her feelings
	does not understand others	OR	understands others

Please circle the word(s) in each pair that best describes Jean's father during most of the program. (You should have four circles)

Father is:			
	confused about his feelings	OR	understands his feelings
	not likable	OR	likable
	insensitive	OR	sensitive
	does not understand others	OR	understands others

7. Who contributed most to the problems between Jean and her father?

___ Jean
___ Father
___ Both Jean and Father contributed

8. Why did Jean's father fire Jordan?

___ Jordan wasn't there to help Mac cover the equipment which was getting wet.
___ It was the end of growing season and he didn't need his help anymore.
___ He really didn't like Jordan.
___ He didn't want Jean and Jordan to develop a relationship.

9. At the end, Jean returns home instead of running away because...

___ She realizes her father knows what is best for her.
___ She realizes she has to work out her relationship with her father.
___ She realizes there was no other place for her to go.
___ Her friends talked her into going back home.

10. Why was Jean upset with Jordan? (Check as many as apply.)

___ Jordan spilled beer over Jean.
___ Jordan didn't like Jean anymore.
___ Jordan dropped Jean off at the front door instead of the mailbox.
___ Jordan wouldn't come into the house to say hello to her parents.
___ Jean was going to get in trouble because Jordan was late bringing her home.
___ Jordan tried to kiss Jean at the movies.

11. Why did Jean and her father have a difficult time getting along with each other? (check one)

___ The father didn't realize their relationship needed to change as Jean grew older.
___ Jean caused conflict by lying to her father.
___ The father wanted to keep control over Jean's life.
___ Jean did not want to accept that her father's actions were for her own good.

12. The two most important things this program wanted me to learn are... (check two)

___ Teenagers usually have to work out new relationships with their parents.
___ If you lie to your parents you are likely to be caught.
___ In the long run it's better to be close to your family than your friends.
___ It's often hard for parents and teenagers to understand what the other needs.

13. Are the issues presented in this program important to you? (check one)

___ yes, very important
___ yes, sort of important
___ no, not too important
___ no, not at all important

14. Did you learn anything new from watching this program?

___ yes, a lot
___ yes, sort of
___ no, not a lot
___ no, nothing at all

Thank You

APPENDIX B

PEAC Interest Profile Graph

OVERALL TITLE:DADDY'S GIRL

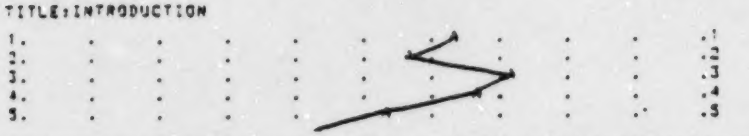
RESTRICTED BY QUESTION #31(TOTAL POPULATION)

TITLE:DADDY'S GIRL
Y= MEAN KEY NUMBER FOR HUMAN

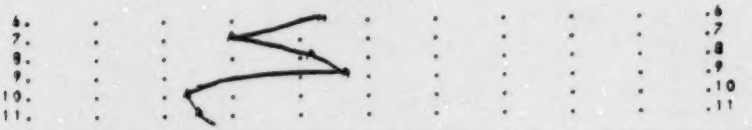
VERY INTERESTING — OKAY — UNINTERESTING

11.0 11.1 11.3 11.6 11.8 12.0 12.1 12.4 12.6 12.8 13.0

TITLE:INTRODUCTION

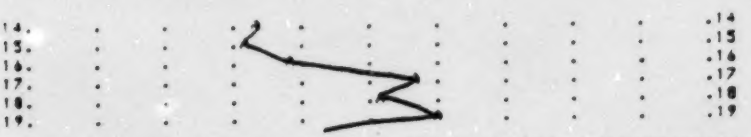


TITLE:DRIVE/DINER



TITLE:FIRING

TITLE:DINNER/APOLOGY



TITLE:INVITE/MOVIE

TITLE:ARRIVING HOME

TITLE:CONCERT/FRIENDS

TITLE:J COMES HOME

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APPENDIX C

Teacher Questionnaire
Teacher Questionnaire Results

ON THE LEVEL
April 29, 1980

Teacher Questionnaire

PROGRAM #4: "Daddy's Girl" (CHANGING FAMILY RELATIONSHIPS)

Grade Level (circle) 10 11 12

Teacher's Name _____

School _____ City _____

1. After viewing this program the viewers (teachers and students) should understand several concepts. Using the following key, please rate the degree to which each concept is evident from watching the program.

   1 = very evident
   2 = evident, but not emphasized
   3 = only slightly evident
   4 = not evident at all

   __ Adolescents usually have to work out new relationships with their parents.

   __ It may be difficult for parents to respond to adolescents' changing needs and for adolescents to respond to parents' changing needs.

2. How much did you like the program?

   __ liked it very much
   __ liked it
   __ disliked it
   __ disliked it very much

3. Do you think this program was appealing to your students?

   __ yes, very appealing
   __ yes, somewhat appealing
   __ no, not very appealing
   __ no, very unappealing

4. Do you think the storyline was relevant to your students?

   __ yes, very relevant
   __ yes, somewhat relevant
   __ no, not very relevant
   __ no, irrelevant

5. Were the issues presented in this program relevant to your students?

__ yes, very relevant
__ yes, somewhat relevant
__ no, not very relevant
__ no, irrelevant

6. Do you feel your students understood the meaning of the program?

__ clearly understood it
__ understood it pretty well
__ had a vague understanding
__ did not understand it

7. In general do you think it is easy or difficult to discuss the issues presented in the program?

__ very easy
__ easy
__ somewhat difficult
__ very difficult

8. Did the program itself make it easier or more difficult to discuss these issues?

__ much easier
__ somewhat easier
__ somewhat more difficult
__ much more difficult

9. During the school year have your students dealt with the topic of this program as part of the educational program of this school?

__ often
__ occasionally
__ rarely
__ never

10. How often do you use video programs in your classroom?

__ frequently (once every 2 weeks or more)
__ occasionally (once a month)
__ rarely (once or twice a semester)
__ never
__ other (please specify) _____

11. When completed, this program will eventually be one in a series of 12 such programs for high school students. Based on your impressions of this program, would you be willing to use the series with your classes?

__ Yes, I would be willing to use this series
__ No, this program would not fit within my curriculum area.
__ No, I didn't like the program
__ No, I don't think the program topic was handled effectively.
__ Other (please specify)

_____

_____

_____

12. Were there any portions of this program that appeared to be inappropriate or educationally ineffective? Please comment.

_____

_____

_____

13. Were there any portions of this program that you found particularly useful or educationally effective? Please comment.

_____

_____

_____

Teacher Guide Questions

1. Did the program summary provide enough information to prepare you for the television program?

   __ yes, just enough
   __ no, too little

   other/comments: _____

   _____

   _____

2. Do you think the background information section should be included as part of the guide for this series?

   __ yes, it was comprehensive and informative
   __ no, it was too long and overwhelming
   __ no, it is not necessary

   other/comments: _____

   _____

   _____

3. Were the sample discussion questions useful for stimulating class discussion?

   __ yes, they were useful
   __ yes, but there should have been more
   __ no, they did not stimulate discussion
   __ no, I did not use these questions

   other/comments: _____

   _____

   _____

4. Were the suggested pre-viewing activities useful to you and your students?

   __ very useful
   __ somewhat useful
   __ not very useful
   __ useless
   __ did not use this section

5. Are there any questions you would add?

__ yes
__ no

If yes, what are they? _____

_____

_____

6. Are there any questions you would delete?

__ yes
__ no

If yes, what are they? _____

_____

_____

7. Overall, how would you rate the Teacher Guide Materials?

__ excellent
__ good
__ adequate
__ less than adequate
__ poor

suggestions: _____

_____

_____

ON THE LEVEL
CHANGING FAMILY RELATIONSHIPS

TEACHER QUESTIONNAIRE RESULTS

Due to unavoidable circumstances, only 3 teacher questionnaires were returned for the Changing Family Relationships program. This is a small teacher sample, but does serve to illustrate the realities of conducting evaluation in school settings.

The objectives for this program are:

1) Adolescents usually have to work out new relationships with their parents.
2) It may be difficult for parents to respond to adolescents changing needs and for adolescents to respond to parents changing needs.

The objectives were rated as "very evident" by all three teachers. Thus, according to these three teachers, the objectives for this program come through very clearly.

All of the teachers liked the program and thought that it was appealing to their students (2 said "very appealing", 1 said "somewhat appealing"). They all thought the storyline was relevant to their students (2 said "very relevant," and 1 said "somewhat relevant"), and each teacher thought the issues presented in the program were very relevant to their students. Finally, all teachers thought their students understood the meaning of the program (2 thought they "clearly understood it," and 1 thought they "understood it pretty well"). Thus, from the teachers' perspective, this program was appealing, relevant, and understandable to their students. Also, the teachers liked it themselves.

The teachers thought that it is generally easy to discuss the issues in the program (1 said "very easy", 2 said "easy"). However, all teachers thought that the program itself made it much easier to discuss these issues. This data seems to correlate well with the observed discussion data. Thus, in terms of eliciting meaningful discussions about an aspect of adolescence which is particularly difficult, the data indicate that Changing Family Relationships is very successful.

Two teachers said that their students rarely deal with the topic of this program as part of the educational program of the school. The other teacher said he occasionally deals with this topic. Also, two teachers

said that they never use video programs in their classrooms. The other teacher said he occasionally uses video programs. However, based on their impressions of this program, two teachers said that they would be willing to use this series with their classes, while the other teacher said that the program would not fit within his curriculum. These are encouraging results, and serve to further indicate the success of this program.